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ABSTRACT

Because man and nature are inextricable entities sharing the common lifespace of earth, there is an urgent need to create cooperative living habitats on a global scale. Cooperative living habitats (CLHs) are settings in which man and nature coexist and prosper. In order to create and maintain CLHs, human beings must be nature sensitive and culture literate. Each one must: (1) be aware of the natural and social worlds around us; (2) be informed about past and present conflicts, issues, problems, and situations related to natural and social environments; (3) have empathy for the plight of nature and diverse human groups, locally, regionally, nationally, and internationally; (4) understand the character of diverse natural environments and human groups that are both nearby and distant; (5) have developed attitudes and behaviors as well as opinions about ecological and cultural issues in contemporary life; (6) be committed to proactive actions; (7) perceive relationships between humans and nature; (8) perceive relationships among human groups; and (9) recognize the differences and similarities among the traits of diverse human groups. This document suggests learning activities and goals for teaching the concepts of pollution, land use, and melting pot. Contains 22 references. (Author/DK)

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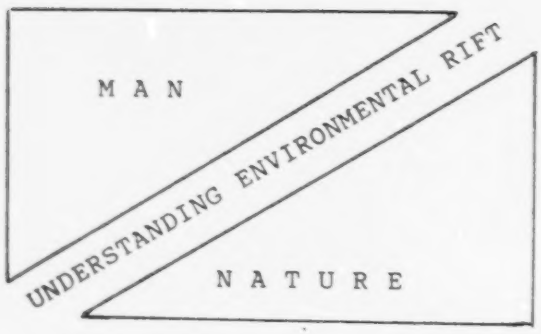

An ECO/SOCIAL STUDIES Approach

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GLOBAL HORIZONS

JUNE 1994

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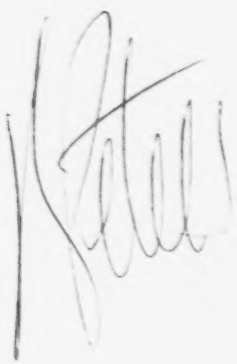
HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

SO 024 364

ENVIRONMENTAL RIFT occurs when MAN and NATURE cannot coexist. These entities cannot live in harmony and mutually prosper from their association.



A PERSPECTIVE

Human beings are but one creation in the totality of nature. Their significance in the scheme of things is largely dependent upon their abilities to adapt and to develop intellectually as well as to wisely manipulate and utilize natural and social (MAN-made) surroundings.

MAN and NATURE comprise an organic community. They are inextricable entities linked in a perpetual state of interlocking dependency. The destruction of certain elements comprising this interdependent ecosystem has an adverse effect on the remaining community components.

ENTER MAN

As the human species developed, and conquered nature in the process, it did not always give serious consideration to the well-being of natural, and even social, environments. To ignore the plight of environments might mean, in the future, that humans will not only destroy the surroundings but themselves as well.

MAN looked to the forests and viewed bounteous trees of gargantuan proportions: CUT THEM DOWN!

He next turned his attention to:

the churning seas and discovered fishes galore: CATCH THEM ALL!

the blue skies and witnessed the migration of countless numbers of birds: SHOOT THEM DOWN!

nature's finite mineral resources: DIG THEM UP!

the rolling hills and majestic mountains: TEAR THEM DOWN!

the sparkling, rushing waters of
mighty rivers: DAM THEM UP!

the kaleidoscopic hue of wild flowers
aglow in the sunlight: PLOW THEM UNDER!

Wherever MAN looked he saw NATURE and had an insatiable urge to master it -- even to destroy it!

Unless we realize the urgent need for each of us to be concerned about the condition and plight of natural and social environments, and work diligently for the creation and maintenance of quality lifespace systems -- the future for Earth is bleak.

COOPERATIVE LIVING HABITATS (CLHs)

Because MAN and NATURE are inextricable entities sharing a common lifespace (Earth), there is an urgent need to create cooperative living habitats on a global scale. CLHs are settings in which MAN and NATURE coexist and prosper.

In order to create and maintain CLHs, human beings must be nature sensitive and culture literate. That is, each of us must 1) be aware of the natural and social worlds around us, 2) be informed about past and present conflicts, issues, problems, and situations related to natural and social environments, 3) have empathy for the plight of nature and diverse human groups -- locally, regionally, nationally, and internationally, 4) understand the character of diverse natural environments and human groups that are nearby/close to home and distant/far-removed, 5) have developed attitudes and behaviors as well as opinions about

ecology-related and culture-related issues in contemporary life, 6) are committed to proactive action, 7) perceive relationships between humans and nature, 8) perceive relationships among human groups, and 9) recognize the differences/similarities among the traits of diverse human groups.

PREPARING FOR 21ST CENTURY LIVING

Life in the 21st Century will exist on a global plane. As a result, the day-to-day lives of people in all nations will be influenced by increased cross-cultural links. Individuals will be required to understand, interact, and cooperate with people, cultures, languages, lifestyles, and value systems unlike their own.

The truly global citizen will be the individual who can objectively perceive global crises and do something to solve problems without sole regard for personal self-interests or the nationalistic fervor which might cloud perceptions, reason, and actions.

MAN interacts with natural and social environments, and related phenomena and processes, on a day-to-day basis. Interaction alone is not enough, if we are to intelligently conserve, manage, and protect Earth's natural and human resources. Thus, an awareness of/introduction to natural surroundings provides a basis for direct human interaction with the lifespace.

As a result of interacting with natural and social settings, human beings begin to realize that both natural and social environments possess 'spheres of influence'.

These 'spheres' can best be described as the impact that NATURE and MAN; natural and social settings, have upon each other.

Children and youth must clearly understand that every living thing on Earth -- whether it is found in the skies, on the ground, or beneath the seas -- exists within the context of a system of interlocking dependency. Whatever happens to one entity effects all others in the system.

Today's students must be introduced to cultural and environmental diversity in their region(s), state(s), nation(s), and world. Structured learning activities related to geography and sociology introduce students to previously not-perceived people, places, things, and phenomena which exist within the context of the total lifespace environment.

THE ECO/SOCIAL STUDIES APPROACH

An Environmental Awareness Program (EAP) is 'continuous' if it is an on-going part of the course of studies (across the curriculum) from grade-to-grade; 'integrated' if the content, materials, and skills to be learned and applied are infused into the several subject matter areas of the curriculum; and 'sequential' if designed to provide for the development and reinforcement of learned knowledge and skills (K-12). To be holistic and relevant in students' lives, the perspective for learning must be multi-dimensional -- from the student - to the community - to the state - to the nation - to the world.

ECO/SOCIAL STUDIES programs blend elements of the natural/physical/social sciences and the Humanities into diverse learning encounters that are classroom- and field-based.

E/SS programs are a synthesis of several disciplines, understandings, and skills. No matter where MAN lives, the lifespace environment is a crucial and significant factor in determining the quality of his life. E/SS programs look at where MAN lives and how MAN lives.

Our children and youth must recognize that diverse cultures resolve conflicts, clarify issues, solve problems, and understand global issues in different ways.

Cross-cultural studies in literature, political and social history, and the arts can help students understand the subtle similarities, as well as the obvious differences, that exist among human groups.

E/SS programs should constitute a holistic study of the origins, character, and interrelationships between natural and social environments.

E/SS programs should help students:

develop a sense of responsibility for living things that are dependent upon MAN for survival;

develop personal environmental ethics;

increase awareness of/knowledge about natural environments;

increase awareness of/knowledge about social environments;

understand the continuous impact that humans have upon natural AND social environments;

identify environmental problems and work toward the ultimate solution of situations; and

promote the concept of perceptual self-denial.

ALL human beings are entitled to four basic freedoms:

the freedom of everyone to participate in recreational activities and to enjoy clean environments;

the freedom to survive, as individuals and as a collective entity, within natural and social environments;

the freedom of self determination, i.e., to plan the future by protecting natural and social environments - today; and

the freedom from want: freedom from the scarcity of clean air, clean water, food, and adequate living space.

There is a need to expand the realm of the classroom beyond the walls of the school. Students will only learn about the ecology of the community lifespace environment -- and beyond, if they are directly involved with phenomena and processes in their real world settings.

Writing in the April 1971 issue of the Journal of Geography Volume 19 Number 4, p. 196-198), this author stated that students should:

> interact with natural and social phenomena and related processes in natural (authentic) settings;
>
> perceive relationships between MAN and NATURE;
>
> be aware of/sensitive to the condition/plight of natural AND social environments -- and related conflicts, issues, problems, and situations.

UNDERSTANDING ENVIRONMENTAL RIFT: TRACING MAN/NATURE RELATIONSHIPS THROUGH HISTORY

1) Human population growth, worldwide, has had (continues to have) an oftentime negative impact upon Earth's 'carrying capacity'.

2) Farming and other agricultural enterprises -- along with the cutting of Earth's forests -- have oftentimes has a negative impact upon natural settings and related processes -- as well as the flora and fauna of regions.

3) The growth of human settlements (in number and size) and their reliance upon/exploitation of natural resources for economic prosperity have oftentimes had a negative impact upon natural settings.

4) The establishment of overland trade routes and transportation routes have allowed MAN to intride upon NATURE -- many times with negative results.

5) The creation of urban centers have oftentimes meant that natural surroundings have been dramatically altered to suit MAN's needs.

Thus, an ECO/SOCIAL STUDIES program that emphasizes a study of national and world history provides a basis for students to clearly understand MAN's impact upon NATURE through the centuries.

INTEGRATED UNITS (K-12)

Working together, science, social studies, and Humanities teachers can design instructional units that are classroom and field-based.

Learning encounter menus (varied activities and experiences) can be designed to address diverse learning styles, abilities, interests, and students' needs. Working alone or in small groups, students can role play natural/physical/social scientists as they investigate people, places, things, events, and processes related to the lifespace environment.

For those locations and processes far-removed, audiovisual presentations, e.g., films, filmstrips, slides, and video tapes, can be incorporated into designed units -- providing students awareness of- and vicarious exposure to people, places, things and events that would otherwise go unnoticed by students in the formal education process.

In theory, American public school education is for ALL students -- regardless of ability or need. Unfortunately, in fact, public education has oftentimes been only for a select few. We need to rethink the process and design programs that provide prescriptive learning encounters that accommodate ALL styles, abilities, interests, and cultures. LEARNING ENCOUNTER MENUS can be designed to achieve this important goal.

We live in a technological age, and seek to have all students be familiar with/literate in technology useage. While we focus on this competency, we must never forget that formal education is a human interaction process! When technology becomes the 'teacher' it dehumanizes what is essentially a human interaction phenomenon.

DOING THINGS!

Schools cannot replicate the total lifespace environment within their walls. There is a need to design learning encounters that enable, even encourage, students to interact with the real world outside the school, and to integrate formal education with daily life events.

Graphic Studies. It has been said that a picture is worth a thousand words. Using graphic media devices, e.g., motion picture cameras, still photography cameras, and video tape equipment, students collect relevant research data at field-based sites.

Students are exposed to community resources;

learn to discern phenomena;

use devices as a means of communication and self expression.

Field Trips. Field trips are a highly versatile tool that can be used to compliment classroom instruction. Used together, classroom instruction and field trip excursions create a bond between the academic abstractions of school and day-to-day realities in life. Students begin to build perceptual 'bridges' between that which occurs in school with that which occurs away from the school.

Field trips provide an educationally-oriented process for systematically introducing children and youth to the total life-space environment of the community and surrounding region. Field trips are activity-oriented experiences that help students better understand their personal relationships with surrounding phenomena, and the role that phenomena play in their lives.

PROACTIVE STUDENTS

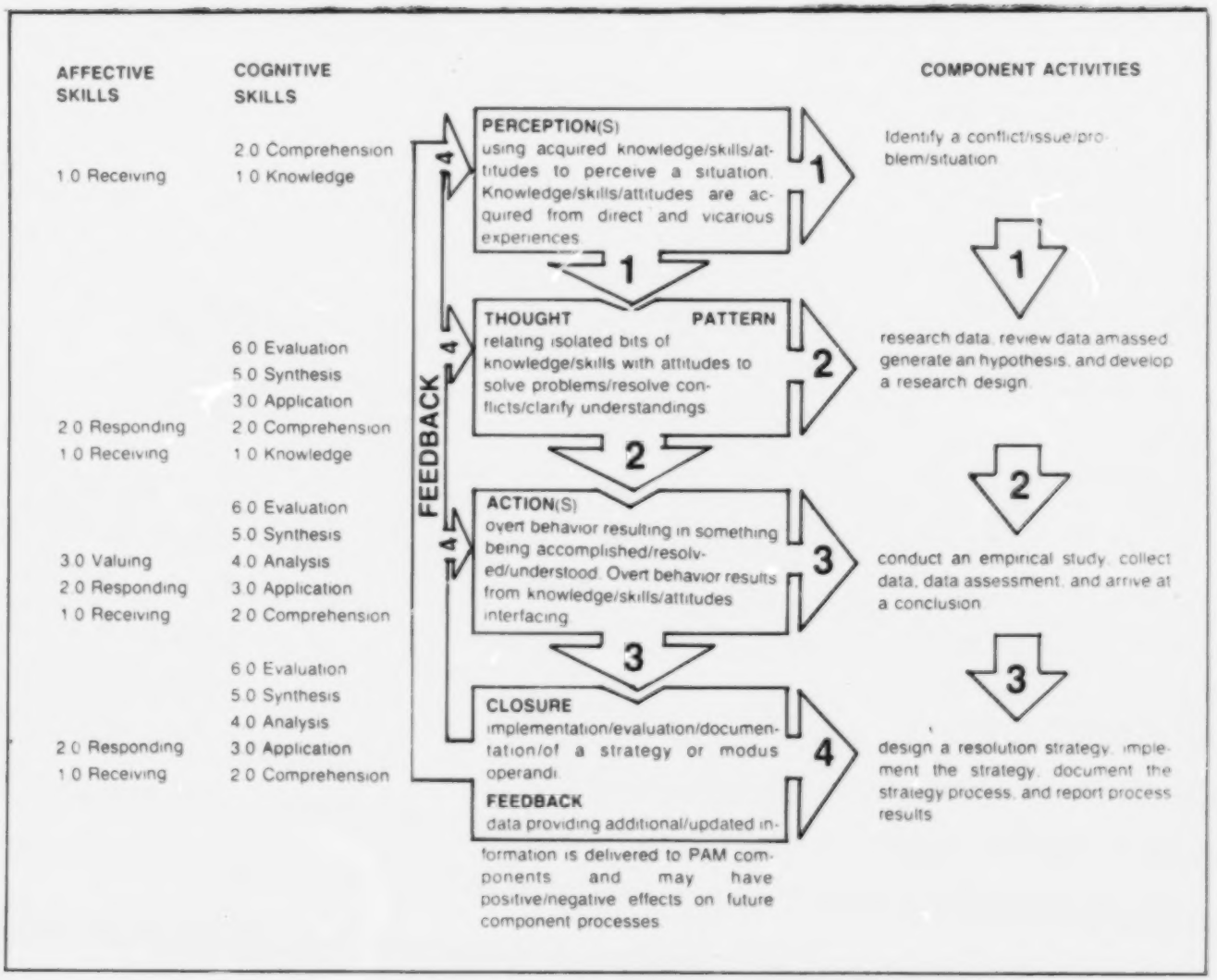
A proactive individual has the ability to perceive conflicts, issues, problems, and situations effecting MAN and NATURE. This person has the intellectual abilities to think critically, to make decisions, and to act in overt ways to remedy situations and to right wrongs. A proactive individual is a social change agent!

ECO/SOCIAL STUDIES programs can enhance intellectual skills development among students by engaging them in classroom and field-based activities that require them to NOTICE, to THINK, and then to ACT.

The PROACTIVE ACTION MODEL (PAM) can provide the basis for such action-oriented encounters across the K-12 curriculum. PAM can be applied to classroom and field-based studies, and can be modified to accommodate the age, abilities, and skills development level of students -- regardless of the specific grade. (SEE PAGE 12)

PROACTIVE ACTION MODEL

(PAM)



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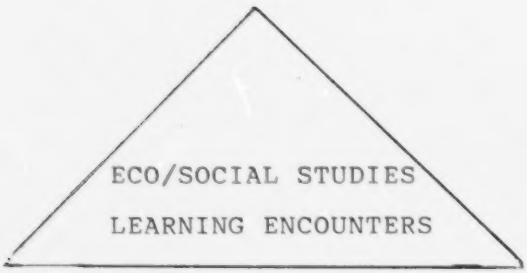
ECO/SOCIAL STUDIES
LEARNING ENCOUNTERS

CONCEPT	POLLUTION
GOAL(S)	Students will: understand different types of pollution; namely, air, water, noise, and sight. understand the human-made causes of environmental pollution. understand the natural causes of environmental pollution. understand ways that humans can reduce/eliminate environmental pollution.
ENCOUNTERS	Audiovisual presentations will introduce students to pollution types that exist nearby/close to home and distant/far-removed. Students will read about environmental pollution. Guest speakers will discuss causes/effects of natural/human-made pollution. Students will visit field-based sites to observe and study environmental pollution. Students will develop written and audio-visual reports for class presentation. Students will create bulletin board displays. Students will write stories and skits dealing with environmental pollution. Students will participate in community clean-up campaigns. (SEE PAM DIAGRAM) Students will design community awareness posters. Students will write letters to the editor of the local/regional newspaper.

CONCEPT	LAND USE
GOAL(S)	Students will: understand how MAN uses natural settings to accommodate social needs. investigate various land use policies of the region.
ENCOUNTERS	Audiovisual presentations will introduce students to land use practices that are nearby/close to home and distant/far-removed. Students will read about land use throughout history. Guest speakers will discuss land use locally - as related to local history. Students will visit area sites to observe land use. Industrial Residential Open Space Commons Recreational Commercial Transportation Agricultural Natural Using graphic media devices, students will document land use in the community/surrounding area. Bulletin board displays are created. Audiovisual presentations are created and screened. Students design community awareness campaigns.

CONCEPT	MELTING POT
GOAL(S)	Students will: understand the cultural diversity of the local community. understand that different cultures have different traits. understand the history of diverse cultures. understand how different cultures have contributed to the American character.
ENCOUNTERS	Audiovisual presentations will introduce students to the character of diverse cultures. Students will read about diverse cultures. Guest speakers will discuss diverse cultures and related traits. Students will visit ethnic areas of the community and observe lifestyles, and talk with the people. Students use graphic media devices to record their impressions and to collect data. Local historians discuss the contribution of diverse cultures to the growth of the community. Students will create bulletin board displays. Students will role play diverse culture groups. The Globescope Matrix will be used to display data.

GLOBESCOPE MATRIX

CULTURE(S)	TRAITS 1	2	3	4	5	6	7	8	9	10
A										
B										
C										
D										
E										
F										

1 Shelter Type(S)

2 Diet/Food

3 Religion (Ceremonies)

4 Governance (Rule)

5 Tools/Weapons

6 Family Structure (Nuclear, Extended)

7 Division of Labor (Tasks)

8 Economic Structure

9 Education Process

10 Military

NATURE WALKS. Students are taken to selected natural/social environmental sites and formally introduced to phenomena and processes. Walks can be paced to accommodate the interests of students, to allow for field studies, to encourage questions/answers, to enable students to look at and possibly touch things found at sites.

FIELD TRAINING. In the middle/high school grades, students can be enrolled in courses that introduce them to various aspects of the total lifespace environment, e.g., natural areas used for daytrip hiking, overnight camping, biological studies, geology studies, and social sites such as museums, historic sites, and manufacturing processes that lend themselves to graphic studies and data collection.

TIME PERSPECTIVE STUDIES. Students are involved in anthropological and geological studies that focus their attention on the evolution of species and the development of human cultures.

STUDY SITES. On occasion, students can be taken to designated sites -- for purposes of conducting planned encounters related to the natural/physical/social sciences. A permanent facility can be created - complete with nature trails. These sites can be used repeatedly without calling upon assistance from community resources. These encounters can be incorporated into grade-level curricula.

PROJECTS. Culminating activities that require students to apply acquired knowledge and skills to designed tasks. Attention should be paid to the project development PROCESS (how things were done) as well as to the project itself (PRODUCT).

COMMUNITY SERVICE. Teachers/students can design encounters that will directly involve students in helping others in the community. Service activities can be related to both natural and social environments, and they provide the opportunity for students to become proactive.

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